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# Ronald Thorpe: Computer Technology: Is It Strengthening or Weakening the Diversity in Our Schools (Promising Practices, 2001)

Ronald Thorpe

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Dialogue on Diversity  
Art Center 200  
600 Mount Pleasant Avenue  
Providence, RI 02908-1991

**RHODE ISLAND  
COLLEGE**

Fourth Annual  
MULTI-CULTURAL WORKSHOPS  
AND MEDIA FAIR



NOVEMBER 3, 2001

Keynote Speaker:

**Ronald Thorpe**

Senior Vice President for Program  
The Rhode Island Foundation

**R H O D E  
I S L A N D  
C O L L E G E**

Organized by The Dialogue on  
Diversity Committee

Saturday, November 3, 2001

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Providence, RI  
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# "Promising Practices"

November 3, 2001  
RHODE ISLAND COLLEGE

**8:00–8:45 REGISTRATION AND COFFEE, EXHIBITS OPEN** (Donovan Dining Center)

**9:00–10:00 GREETINGS, KEYNOTE ADDRESS, ORIENTATION** (Gaige Auditorium)

Welcome, Introduction to the Conference  
John Nazarian, Rhode Island College President  
Co-Chair, Dialogue on Diversity Committee

Introduction of the Speaker: Sharon Fennessey, Conference Co-Chair

Keynote Address: Ronald Thorpe, Senior Vice President for Program, R.I. Foundation  
**Computer Technology: Is It Strengthening or Weakening the Diversity in Our Schools**

Orientation to the Conference: Mary Ball Howkins, Conference Co-Chair

**10:15–11:30**

## WORKSHOP SESSION I

(Most Sessions in Gaige Hall)

- Section A:** Tony Y. Teng, Joseph Le, and Howard Phengsomphone, *Southeast Asian Americans in R.I.: Their Contributions and Their Frustrations*
- Section B:** Bill Eyman, *Creating Peer Helping Networks*
- Section C:** David Thomas and Mark Motte, *International Studies as a Path Toward Tolerance and Understanding*
- Section D:** Richard Lobban, *Ancient Nubia: African Studies in the Secondary School Curriculum*
- Section E:** Chris Walsh, Alexis Meyer, and Kathy Dunstan, *Developing Class Web Pages on Diversity Projects*
- Section F:** Lucy Mueller, *U.S. Immigration Policy in an Unsettled World (Middle and Secondary)*
- Section G:** Joao Monteiro, *Education in Cape Verde*
- Section H:** Christine Mulcahey, *Exploring Multiple Perspectives Through the Visual Arts (Elementary/Middle)*
- Section I:** Joan Bloom and Pam Manninen, *Celebrating Our World: Cultural and Ethnic Diversity in the Primary Classroom*
- Section J:** Denise Frederick, *Coming to America: The Immigrant Experience on Ellis Island (Intermediate)*

**11:30–12:15**

**BREAK** Lunch can be purchased at the Donovan Dining Center  
Exhibits (Donovan Dining Center)

**12:15–1:30**

## WORKSHOP SESSION II

(Most Sessions in Gaige Hall)

- Section A:** David Woolman, *Teaching Diversity With the World Wide Web*
- Section B:** Al Klyberg, *Rhode Island's Cultural Heritage in a Museum*
- Section C:** Carolyn Fluehr-Lobban, *Role Playing: Strategies to Deal With Diversity Issues (Middle/Secondary)*
- Section D:** Anna Lima, *Language Difference and Language Disorder: A Primer for Teachers*
- Section E:** Willis Poole, *Techniques and Strategies for Teaching English Language Learners in the Secondary Content Area Classroom*
- Section F:** Ellen Bigler, *Integrating Latinos into the Curriculum (K–12)*
- Section G:** Alison George, *Confronting Homophobia in Educational Environments*
- Section H:** Cheryl Williamson, *Myths and Legends of Asia and the Pacific (Elementary)*
- Section I:** Pam Steager, *Media Smart: A Media Literacy Project for Elementary School Students*

**1:45–3:00**

## WORKSHOP SESSION III

(Most Sessions in Gaige Hall)

- Section A:** Elizabeth Rowell and Thomas Goodkind, *Plugged in Generation: Depiction of Minorities and the Promise of Media Literacy*
- Section B:** Elizabeth Henshaw and Jane Malone, *What Is in a Name?*
- Section C:** Robert Jones and The NCCJ Youth Council, *The Importance of High School Students Uncovering Subtle Bias and Prejudice: Advocating for Themselves and Their School Community*
- Section D:** Gail Lepkowski, *Applying Kingian Nonviolence*
- Section E:** Don Reuker, *Addressing My Myopic View of Japan: The Reflections of a Fulbright Memorial Fund Program Participant (Secondary)*
- Section F:** Marjorie Roemer and Beverly Paesano, *Listening to the Voices in the Classroom: Strategies for Teaching Writing (Elementary)*
- Section G:** Carol Hoppe, *The Walls of China and Mongolia: Traditional Home Construction and Geography (Elementary/Middle)*
- Section H:** Carol Grotsky, *Using Museums as a Resource for Multicultural Education (Elementary)*
- Section I:** Christine E. Dowding, *Making a Geographic Difference: Connecting People Culturally and Geographically through Likenesses and Differences (K–12)*



**WORKSHOP SESSION I 10:15–11:30**

- Section A:** ***Southeast Asian Americans in R.I.: Their Contributions and Their Frustrations***  
 Tony Y. Teng, Rhode Island College, History  
 Joseph Le, Executive Director, Socioeconomic Development Center for Southeast Asians  
 Howard Phengsomphone, Director, Council of Southeast Asian Youth and Family Project
- Social, educational, and cultural issues and problems in the development of the Southeast Asian community in the past twenty years are explored along with implications for the future.
- Section B:** ***Creating Peer Helping Networks***  
 Bill Eyman, R.I. Department of Education, Special Needs and Rhode Island College
- Students define the informal culture of schools. Often this is manifested in cliques, social isolation, exclusion, and bullying. Students have the capacity for making connections and building bridges among them.
- Section C:** ***International Studies as a Path Toward Tolerance and Understanding***  
 David Thomas, Rhode Island College, History  
 Mark Motte, Rhode Island College, Geography
- It is axiomatic that travel broadens the mind. However, first-hand knowledge of other cultures, their systems of government, unique traditions, and ways of seeing the world can lead to a deeper understanding that is unattainable without a study abroad experience. This workshop discusses opportunities for educators and students to widen their horizons by building study abroad into every student's and educator's educational experience. It includes perspectives on studying abroad by Rhode Island College students who have had international education experiences.
- Section D:** ***Ancient Nubia: African Studies in the Secondary School Curriculum***  
 Richard Lobban, Rhode Island College, Anthropology
- This workshop expands teachers' knowledge of African Studies, focusing on Ancient Nubia. As a foremost example of an ancient classic and literate society, Nubia can be used to refute stereotypes of African culture and history.
- Section E:** ***Developing Class Web Pages on Diversity Projects***  
 Chris Walsh, Alexis Meyer, Kathy Dunstan, Cole Junior High School
- This workshop presents the "how-to's" of setting up research and the creation of Web pages for junior high students who are studying various cultures.
- Section F:** ***U.S. Immigration Policy in an Unsettled World (Middle and Secondary)***  
 Lucy Mueller, Brown University
- Participants in this hands-on workshop review the historical and current dimensions of an issue that has long been part of our national discussion. Working collaboratively in small groups, they examine and present alternative U.S. immigration policy options in a "Congressional hearing" simulation. The interactive format of the session encourages participants to reflect upon the value of this approach in dealing with controversial issues in the classroom while simultaneously promoting critical thinking and developing skills for active and effective citizenship.
- Section G:** ***Education in Cape Verde***  
 Joao Monteiro, Salve Regina University, Sociology
- This workshop continues last year's exploration of the K–12 educational system of Cape Verde. It provides teachers with an insight into the preparation, culture, and expectations of immigrant Cape Verdean students and their families.
- Section H:** ***Exploring Multiple Perspectives Through the Visual Arts (Elementary/Middle)***  
 Christine Mulcahey, Art Specialist, Henry Barnard School at Rhode Island College
- Different artists show different perspectives on similar themes in their artwork. By looking closely at the work of a few artists, we can understand the characteristics that bind people together as well as characteristics that make each of us unique. Using the visual arts to show multiple perspectives can help children and teachers understand the sameness/diversity perspective in a rich and relevant way.
- Section I:** ***Celebrating Our World: Cultural and Ethnic Diversity in the Primary Classroom***  
 Joan Bloom, First Grade, Henry Barnard School at Rhode Island College/Rhode Island Geography Education Alliance  
 Pam Manninen, First Grade, Henry Barnard School at Rhode Island College
- In this workshop, a variety of literature and craft projects are presented that promote an understanding of cultural celebrations.  
 (Limit: 20 participants)
- Section J:** ***Coming to America: The Immigrant Experience on Ellis Island (Intermediate)***  
 Denise Frederick, North Kingstown Public Schools
- This workshop addresses the topic of immigration. Curriculum materials on Ellis Island and activities that explore the use of simulation are presented.

**WORKSHOP SESSION II 12:15-1:30**

- Section A:** ***Teaching Diversity With the World Wide Web***  
 David Woolman, Rhode Island College, Curriculum Resource Center
- This hands-on workshop offers an introduction to diversity resources on the Web, with coverage of research strategies, teacher resources, site evaluation, instructional activities, and skill development. Handouts are provided along with access to online Web links for multicultural education.
- Section B:** ***Rhode Island's Cultural Heritage in a Museum***  
 Al Klyberg, Heritage Harbor Museum
- This workshop focuses on Rhode Island's diverse cultural heritage, and how this diversity will be exhibited in the new Heritage Harbor Museum.
- Section C:** ***Role Playing: Strategies to Deal With Diversity Issues (Middle/Secondary)***  
 Carolyn Fluehr-Lobban, Rhode Island College, Anthropology, and the Rhode Island College Unity Players
- RIC students dramatize skits that they have designed to use as a means of promoting discussion of realistic situations encountered by people in a multicultural society. This workshop explores the potential of drama in addressing sensitive issues.
- Section D:** ***Language Difference and Language Disorder: A Primer for Teachers***  
 Anna Lima, Boston Public School Department, Speech and Language Pathologist, Cape Verdean Bilingual Program
- ESL students can be misidentified and mislabeled due to a lack of understanding of their first language. This workshop discusses the significance of language in the development of biliteracy and demonstrates how teachers can support second language acquisition.
- Section E:** ***Techniques and Strategies for Teaching English Language Learners in the Secondary Content Area Classroom***  
 Willis Poole, Rhode Island College, Educational Studies
- This workshop is designed to assist high school content area teachers to select and use techniques and strategies to meet the academic and language needs of English language learners in content area classrooms.
- Section F:** ***Integrating Latinos into the Curriculum (K–12)***  
 Ellen Bigler, Rhode Island College, Educational Studies
- Participants examine and receive a K–12 curriculum package for their schools, "Latinos in the U.S.A.: Yesterday, Today and Tomorrow."  
 (Limit: 12 participants)
- Section G:** ***Confronting Homophobia in Educational Environments***  
 Alison George, Director, Safe Schools Institute, Youth Pride, Inc.
- This interactive workshop is designed to increase educators' ability to create safe and affirming school environments for all students. During the workshop, participants engage in dialogue about the needs of lesbian, gay, bisexual, transgender, queer, and questioning students and the role of educators in meeting those needs, identifying methods of providing support, and developing strategies for improving the climate in schools.
- Section H:** ***Myths and Legends of Asia and the Pacific (Elementary)***  
 Cheryl Williamson, Rhode Island Geography Education Alliance
- A people's myths and legends incorporate their deepest values and beliefs. This session offers examples of lessons that use storytelling and theatre as strategies for developing in students an appreciation for cultural diversity and a preservation of one's cultural history. The materials presented are appropriate for elementary students.
- Section I:** ***Media Smart: A Media Literacy Project for Elementary School Students***  
 Pam Steager, Educational Consultant, Providence Public Schools
- Media literacy embraces concepts of diversity, critical thinking, and creativity. Students and teachers learn hands-on skills and techniques in applying media literacy in the elementary classroom through case studies drawn from local schools.



**WORKSHOP SESSION III 1:45-3:00**

- Section A:** ***Plugged in Generation: Depiction of Minorities and the Promise of Media Literacy***  
Elizabeth Rowell, Rhode Island College, Elementary Education  
Thomas Goodkind, University of Connecticut, Curriculum and Instruction
- This session focuses on the great impact of the mass media on the thinking, attitudes, values and actions of young people today, particularly in its depiction of minorities. The session emphasizes the importance of implementing media literacy study in our classrooms to help students understand the purposes, techniques, and the effects of continuous mass media exposure in their lives.
- Section B:** ***What Is in a Name?***  
Elizabeth Henshaw, Rhode Island College, Elementary Education  
Jane Malone, Fourth Grade, Henry Barnard School at Rhode Island College
- Name calling and ethnic slurs affect people's perceptions of themselves in different ways. This workshop stresses the importance of preventing offensive and degrading language in school and in social settings. Participants examine some of the negative labels and learn about how to replace them with positive ones.
- Section C:** ***The Importance of High School Students Uncovering Subtle Bias and Prejudice: Advocating for Themselves and Their School Community***  
Robert Jones and The NCCJ Youth Council
- This presentation by high school student members of the council takes participants through exercises to uncover subtle bias and prejudice. It also presents ways that students can take on the important role of advocating for themselves and their school community.
- Section D:** ***Applying Kingian Nonviolence***  
Gail Lepkowski, University of Rhode Island, Coordinator of Disability Services
- The practice of the philosophy of nonviolence can be used in everyday life. If you are in the classroom, boardroom, or on the practice field, there is relevance in this philosophy. This workshop encompasses an analysis of Dr. Martin Luther King, Jr.'s "Six Principles" and includes practical exercises.
- Section E:** ***Addressing My Myopic View of Japan: The Reflections of a Fulbright Memorial Fund Program Participant (Secondary)***  
Don Reuker, Ponaganset High School
- Most people would readily agree that personal experience influences instruction, and this has been true in my case. My experience in the Fulbright Program is discussed to illustrate how this program dramatically changed my instructional practices as a history teacher. Information on how to apply for the Fulbright Memorial Fund Program is available.
- Section F:** ***Listening to the Voices in the Classroom: Strategies for Teaching Writing (Elementary)***  
Marjorie Roemer, Rhode Island College, English  
Beverly Paesano, Centerdale Elementary School
- This presentation focuses on methods of responding to student writing that foster the development of individual voice and that help students to explore their own subjects.
- Section G:** ***The Walls of China and Mongolia: Traditional Home Construction and Geography (Elementary/Middle)***  
Carol Hoppe, ESL, Baldwin School/Rhode Island Geography Education Alliance
- Traditional housing styles in frontier regions of China (Xinjiang and Tibet) and the nation of Mongolia are presented. These examples allow students to link basic geographic information to culture and environment, and to compare nomadic and sedentary societies. Web-based activities, maps and resources are included in the workshop.
- Section H:** ***Using Museums as a Resource for Multicultural Education (Elementary)***  
Carol Grotzky, Providence Children's Museum, Education Department
- Museum educational programs are designed to enrich student understanding of our multicultural society. This workshop emphasizes the use of museums as a curriculum resource. Participants learn about an exhibit, "Coming to Rhode Island," which explores R.I. immigrant history. They participate in Part One of a three-part workshop designed for third to fifth graders, "American Stories".
- Section I:** ***Making a Geographic Difference: Connecting People Culturally and Geographically through Likenesses and Differences (K-12)***  
Christine E. Dowding, Park Elementary School
- This workshop offers a different perspective on how to include diverse cultures through the five themes of geography. Appropriate literature and activities are shared for K-12 educators and community leaders.

**CONFERENCE FEES**

There is a \$10 registration fee\*. The registration fee is \$5 for RIC faculty, staff and students. You are encouraged to pre-register as capacity in workshops is limited.

**PRE-REGISTRATION**

Please identify workshops you would like to attend in order of preference in each session. (Rank order your top three choices in **each** session.)

SESSION I	SESSION II	SESSION III
<input type="checkbox"/> A Teng/Le/ Phengsomphone	<input type="checkbox"/> A Woolman	<input type="checkbox"/> A Rowell/ Goodkind
<input type="checkbox"/> B Eyman	<input type="checkbox"/> B Klyberg	<input type="checkbox"/> B Henshaw/ Malone
<input type="checkbox"/> C Thomas/ Motte	<input type="checkbox"/> C Fluehr-Lobban	<input type="checkbox"/> C Jones
<input type="checkbox"/> D Lobban	<input type="checkbox"/> D Lima	<input type="checkbox"/> D Lepkowski
<input type="checkbox"/> E Walsh/ Meyer/ Dunstan	<input type="checkbox"/> E Poole	<input type="checkbox"/> E Reuker
<input type="checkbox"/> F Mueller	<input type="checkbox"/> F Bigler	<input type="checkbox"/> F Roemer/ Paesano
<input type="checkbox"/> G Monteiro	<input type="checkbox"/> G George	<input type="checkbox"/> G Hoppe
<input type="checkbox"/> H Mulcahey	<input type="checkbox"/> H Williamson	<input type="checkbox"/> H Grotzky
<input type="checkbox"/> I Bloom/ Manninen	<input type="checkbox"/> I Steager	<input type="checkbox"/> I Dowding
<input type="checkbox"/> J Fredrick		

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone/Email: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Subject area & grade level (for teachers) \_\_\_\_\_

Please return this registration form to:

Promising Practices  
Dr. Mary Ball Howkins  
Art Department  
Rhode Island College  
600 Mt. Pleasant Avenue  
Providence, RI 02908-1991

Enclose your check for \$10.00 payable to: Rhode Island College

For further information call the Conference Co-Chair:  
(401) 456-9511 (Dr. Howkins)

Daniel Scott, Roger Simons, Ellen Bigler  
Dialogue on diversity committee Co-chairs

\* Registration fee includes refreshments. Lunch can be purchased at the Donovan Dining Center.

Approved for CEU's by the R.I. Department of Education this program has been generously supported by the President's Office, the Feinstein School of Education and Human Development, the Faculty of Arts and Sciences, the School of Social Work, and The College Lectures Committee.

**Statement of Nondiscrimination and Affirmative Action**

Pursuant to the philosophy of the Board of Governors for Higher Education, Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, disabled veteran status, veteran of the Vietnam Era status, marital or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of the College's educational programs and activities, including admissions policies, scholarship and loan programs, athletic and other College-administered programs. It also encompasses the employment of the College personnel and contracting by the College for goods and services. The College is committed to taking affirmative action to employ and advance in employment qualified women and members of minority groups identified in state and federal Affirmative action laws and executive orders, persons with disabilities (including qualified special disabled veterans), and veterans of the Vietnam Era.